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DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION
MANILA

SEVENTH ANNUAL REPORT

OF

THE DIRECTOR OF EDUCATION

JULY 1, 1906, TO JUNE 30, 1907

MANILA
BUREAU OF PRINTING
1907

59459

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SEVENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

DEPARTMENT OF PUBLIC INSTRUCTION,
BUREAU OF EDUCATION,
Manila, August 10, 1907.

SIR: I have the honor to submit herewith the Seventh Annual Report of the Director of Education. The school statistics given in this report cover the school year closing March 30, 1907. The financial statistics cover the fiscal year closing June 30, 1907.

LEGISLATION AFFECTING THE BUREAU.

The legislation of the past year has effected no radical change in the organization of the Bureau, though minor changes have been brought about by various enactments of the Commission. By Act No. 1541 the division of ethnology, which by the Reorganization Act was made a division under the Bureau of Education, was transferred to the Bureau of Science. This division will soon move into new quarters, thus making available in the education building some much needed additional room for the American Circulating Library.

Act No. 1539 authorizes the Director of Education to change, increase, or decrease, with the approval of the Secretary of Public Instruction, the established school divisions whenever in his judgment the public interests so require. This will enable the Director to meet promptly the rapidly increasing educational needs of the Archipelago, and to avoid any loss of efficiency due to too great pressure of work upon any division.

Act No. 1545 amendatory to Act No. 1401, reorganized the provincial boards by making other provision for the third member of the board, relieves the division superintendent of his membership thereon. This change relieves the superintendents of a large amount of work having but little direct relationship to their schools, and enables them to devote their time altogether to the educational interests of their respective divisions. The chief advantage accruing to the educational interests by this change is the entire freedom from politics or political questions which it gives the division superintendent. The educational interests of these Islands require an absolute separation of the schools from party politics.

In addition to the Government scholarships authorized by Act No. 854, the Commission by Act No. 1632 provided for one free scholarship in the Philippine Medical School for each province in the Archipelago. These scholarships were awarded on the basis of an examination equal to that required for graduation from the secondary courses. This examination was held under the general supervision of the Director of Education and the immediate control of the division superintendents on June 1, 1907, in every province of the Archipelago. Of the entire number who entered the examination, but fifteen continued until its close and submitted the required number of papers for ratings. Of this number but two, both graduates of the Philippine Normal School, secured the rating required for certification by the Director to the board of control of the Philippine Medical School. The two successful candidates were Isabelo Concepcion, of Manila, and Manuel Ramirez, of Bulacan.

The Commission also, by resolution, established ten free scholarships in the preparatory nurses' training course given by the Philippine Normal School. These scholarships are worth ₱240 per annum each and have been awarded to ten of the young women graduates of the intermediate course who qualified therefor in an examination prescribed by the Secretary of Public Instruction. The prescribed examination was given after the opening of the schools in June in each of the provinces having intermediate graduates, and the scholarships were awarded to one eligible from each of the following provinces: Albay, Batangas, Ambos Camarines, Capiz, Cebu, Leyte, Manila, Ilocos Sur, Nueva Ecija, Zambales.

Special provision has been made for the provincial schools of certain provinces by legislation cancelling provincial indebtednesses to the Insular Government upon the condition that certain sums are made available locally for provincial school purposes. By Acts Nos. 1560, 1601, 1603, and 1622 the following special provincial school funds have been created:

Cebu	₱42,500.00
Bataan	6,000.00
La Union	50,000.00
Nueva Ecija	20,000.00
Sorsogon	20,000.00
Capiz	55,000.00
Batangas	51,664.47
Iloilo	50,000.00
Romblon	6,000.00
A total of	301,164.47

Sorsogon, by Act No. 1534, received, in addition to the ₱20,000 provided by Act No. 1603, a loan of ₱20,000 for the completion of the provincial high school. Further provision especially for the construction

of school buildings was made by the appropriation in Act No. 1580 of ₱300,000, ₱50,000 of which is to be expended in the city of Manila, leaving ₱250,000 available for construction work in the provinces. To this amount the city has added an equal sum, thus making available ₱100,000 for the construction of a school building.

At the close of the fiscal year ₱238,500 of the remaining ₱250,000 appropriated had been allotted to twenty-one provinces upon the condition that ₱161,500 in addition should be provided locally for the construction of the buildings for which this special aid was given, thus making a total construction fund, including Manila, of ₱500,000. These allotments provide ₱50,000 for the construction of provincial high-school buildings, ₱91,100 for schools of arts and trades, ₱49,500 for intermediate schools, ₱11,000 for agricultural schools, ₱5,000 for dormitories, ₱3,000 for domestic-science buildings, ₱6,000 for a school of pottery, and ₱15,000 for a school of fisheries. Work has begun or advertisement for bids is being made on thirteen of the projects receiving special aid from these funds.

By Act No. 1518 the Arts and Trades School which existed under the Spanish sovereignty in the municipality of Bacolor, Province of Pampanga, was reestablished as a provincial school known as the Provincial Arts and Trades School of Pampanga. The old Arts and Trades School building was repaired at a total cost of ₱12,416, ₱5,000 of which were allotted for this purpose from funds appropriated by Act No. 1275, the remaining ₱7,416 being raised locally by the people. Bacolor now has one of the handsomest trade-school buildings in the Archipelago. Its value is estimated at not less than ₱80,000.

RECEIPTS AND EXPENDITURES FOR EDUCATION.

INSULAR RECEIPTS.

There was appropriated for the general expenses of the Bureau of Education for the fiscal year 1907 the sum of ₱3,000,000 (Act No. 1527). To this amount was added later by Act No. 1660 an appropriation of ₱182,790. This later appropriation was made to provide ₱69,690 with which to pay the salaries of additional Insular teachers authorized by Act No. 1527 and to meet certain expenses to the amount of ₱113,100, which by Act No. 1509 became a proper charge against the Bureau of Education instead of, as formerly, against the Insular salary and expense fund, thus making the total appropriation for the year ₱3,182,790. To this should be added the sum of ₱12,098.35 realized during the year from the sale of books, and ₱3,603.03 appearing to the credit of the Bureau as miscellaneous refunds, making the gross amount

available for the year ₱3,198,491.38. The expenditures for the year were distributed as follows:

INSULAR EXPENDITURES.	
Office of the Director	₱90,918.91
Salaries of division superintendents	134,521.04
Salaries of clerks to division superintendents	40,113.19
Salaries of American teachers	1,783,401.28
Salaries of Filipino Insular teachers	174,210.51
Salaries of special teachers	4,342.12
Wages of night-school teachers	633.00
Salaries in division of ethnology	9,980.00
Salaries in American Circulating Library	10,316.43
Wages of other employees of the Bureau	13,168.40
Half salary (Act No. 1509)	17,250.17
Travel expenses, general office	3,431.57
Travel division superintendents	28,526.43
Travel supervising teachers	42,416.76
Travel other teachers	16,903.08
Travel division of ethnology (including funds transferred to Bureau of Science)	11,326.12
Travel American Library	20.40
Purchase of school books and supplies, including equipment, machinery and tools for industrial departments of intermediate and high schools, furniture, etc	412,899.11
Transportation of supplies	10,263.78
Printing and binding	13,399.60
Postage	9,876.55
Cablegrams	569.99
Rental of buildings	6,610.00
Travel expenses to Philippine Islands (Act No. 1509)	70,346.36
Travel expenses from Philippine Islands (Act No. 1509) ..	12,730.00
States scholarships for Filipino students.....	184,583.52
Additional items charged against the Bureau on the Auditor's books	2,929.80
Miscellaneous	6,852.12
Total	3,112,540.24

Leaving an apparent balance on hand at the close of the fiscal year of ₱85,951.14. This apparent balance is offset by the following outstanding liabilities at the close of the fiscal year:

Salaries of temporary teachers for June and preceding months (estimated)	₱15,000.00
Traveling expense vouchers received but not paid June 30..	4,345.00
Transportation of school supplies, vouchers received June 30 but not paid	2,414.00
Vacation salary to be refunded after completion of vacation work (estimated).....	20,000.00
Other vouchers received but not paid.....	1,308.00
Traveling expenses not presented (estimated).....	4,000.00
Transportation bills not presented (estimated).....	1,000.00
Salaries of special teachers (service report delayed, amount estimated)	1,000.00

Outstanding liabilities.

Official postage of division superintendents, vouchers not received (estimated)	1,000.00
Repairs and increase in plant for Philippine School of Arts and Trades	9,763.71
Honoraria due instructors vacation assembly.....	1,000.00
Per diem due superintendent Nautical School.....	1,490.00
Unpaid vouchers for supplies, books, machinery, etc., purchased during the year	20,102.86
Total	82,423.57

Leaving a net credit balance of ₱3,527.57.

PROVINCIAL EXPENDITURES FOR THE SUPPORT OF SECONDARY INSTRUCTION.

For construction and repairs.....	₱264,657.66
For equipment.....	7,464.86
For salaries and wages.....	7,777.78
For current expenses.....	27,880.56
Total	307,780.86

Of the amount expended by provinces for the construction and repair of provincial school buildings, approximately ₱125,800 came from Insular funds appropriated by Acts Nos. 1275 and 1580, which were allotted to them in each case for the construction of certain specified buildings by the honorable the Secretary of Public Instruction. The actual expenditure, therefore, from purely provincial funds was approximately but ₱138,857.66. A considerable part of the large amount expended for "current expenses" was for the payment of rental of buildings occupied by provincial schools in the provinces having no buildings of their own. The expenditure by provinces is shown in Table XIII.

MUNICIPAL RECEIPTS AND EXPENDITURES.

In no year of the Bureau's history has the necessity for rigid economy in municipal school funds and careful management of the same been more imperative than during the past year. By reason of the suspension of the land tax and the reimbursement to municipalities of but 50 per cent thereof by the Government, the local school funds were greatly depleted and in many cases the schools' continued existence was dependent upon the municipal councils appropriating from the general funds the amounts required for their maintenance. In the great majority of cases the councils responded generously to this need so that, although crippled, the schools were enabled to continue in session. This action of the councils, however, usually involved the postponement of greatly needed public improvements.

The total receipts of municipal school funds during the year amounted to ₱2,250,743.60; the total expenditures for the year amounted to ₱1,359,702.05, leaving a total balance of municipal funds on hand at the close of the year of ₱891,041.55.

TOTAL RECEIPTS AND EXPENDITURES FOR EDUCATION.

The total Insular, provincial, and municipal receipts for educational purposes during the year amounted to ₱5,757,014.84. The total expenditures for the year were ₱4,862,445.72.

VOLUNTARY CONTRIBUTIONS.

Voluntary contributions are not included in the above figures. Complete reports on voluntary contributions for the year have not been received from all provinces. So far as they have been received, however, they amount to a total of ₱137,104.70, distributed as follows: In money, ₱18,067.26; in labor, land, and materials, ₱119,037.44. Fully nine-tenths of these contributions were given for the construction of school buildings. The remainder was contributed for the payment of teachers' salaries in municipalities which were unable to maintain them from public funds.

ANNUAL EXPENSE PER CAPITA AND PER PUPIL BY COURSES.

The annual expenditures for the year, including the extraordinary expenses incurred by reason of the construction and repair of buildings, but exclusive of expenses on account of the division of ethnology, the American Circulating Library, and Government students in the United States, represent a per capita expense for the entire population of ₱0.616 and a gross per capita cost for the entire school population of ₱3.08. Based on the total annual enrollment, the gross cost per pupil was ₱9.67, upon the average monthly enrollment it was ₱12.38, and upon the average daily attendance ₱17.27. The annual cost per pupil enrolled in the various courses is (based on the average monthly enrollment) as follows:

Primary course:	
Instruction.....	₱7.20
Texts, supplies, etc.....	1.17
Administration.....	1.00
Total.....	9.37
Intermediate course:	
Instruction	69.26
Texts, supplies, etc.....	2.28
Administration	1.00
Total	72.64
Secondary course:	
Instruction	271.83
Texts, supplies, etc.....	3.39
Administration	1.00
Total.....	276.22

The striking increase in cost of intermediate instruction over primary instruction and of secondary instruction over intermediate is due to two factors: First, to the decrease (45 per cent) in the average enrollment per teacher in the intermediate grades as compared with that of the primary grades, and the decrease (59 per cent) in the enrollment per teacher in the secondary course as compared with that of the intermediate grades; second, to the following differences in the percentages of American, Filipino Insular, and municipal teachers working in the primary, intermediate, and secondary schools, respectively:

Primary: American, 6 per cent; Filipino Insular, 4 per cent; municipal, 90 per cent. Intermediate: American, 78 per cent; Filipino Insular, 17 per cent; municipal, 5 per cent. Secondary: American, 68 per cent; Filipino Insular, 32 per cent; municipal, 0 per cent.

BOOKS AND OTHER SCHOOL SUPPLIES.

The Bureau of Education now has in the hands of superintendents, teachers, and pupils, books and supplies to the value of approximately ₱2,000,000. This property has been distributed through division superintendents and teachers to no less than 400,000 pupils studying in the 3,500 schools which are located in more than 600 municipalities in the 40 school divisions. The proper administration of this large amount of property necessitated the adoption of a rigid system of accounting and the promulgation of certain rules as to requisitions, receipts, and expenditures for the guidance of superintendents and teachers. These rules, as prescribed by the Director, require division superintendents at the end of the school year to make a complete inventory of all serviceable supplies in their several divisions. This inventory is carefully reviewed in the general office, compared with the inventory of the preceding year, and checked against it and all additional supplies received by the division during the year for which the new inventory is submitted. The differences between the inventory submitted and the preceding inventory, plus all receipts during the year, should represent the normal expenditure of books and supplies by reason of ordinary wear and tear. Should these differences appear unduly large an explanation thereof is required from the division superintendent and his responsibility therefor ceases only when the explanation submitted shows beyond question that the unusually large expenditure was due to no fault or carelessness on his part.

The division superintendent is required to hold every teacher strictly accountable for each article issued to him during the year. If any article is not on hand when the inventory is taken, it must either be paid for or its expenditure fully covered by explicit official statement from the teacher.

Shortly after the close of the school year and after his annual inventory has been submitted, the division superintendent files with the Director

his requisition for the additional supplies needed for the coming year. This requisition is checked against his annual inventory and is approved when the sum of the requisition and the inventory equals the number of pupils it is estimated his division will have during the new school year. This estimate is based upon the number of pupils in each grade for the past year, plus the normal ratio of annual increase as determined by the increase in previous years and any extraordinary expansion of the work which is planned by reason of the opening of new schools. Upon the basis of these yearly requisitions from the division superintendents and the known percentage of loss through wear and tear, the Director is able to determine the number of books and the amount of other school supplies that should be purchased annually to adequately meet the needs of the schools.

The average annual cost per pupil in each grade for books and supplies furnished by the Government is as follows:

Grade I	₱0.3424
Grade II9557
Grade III	1.6578
Grade IV	1.8229
Grade V	2.1100
Grade VI	2.7040
First year secondary	3.1143
Second year secondary	3.0808
Third year secondary	3.4424
Fourth year secondary	3.2950

The average cost per pupil is, in the—

Primary course	₱1.17
Intermediate course	2.38
Secondary course	3.39

And the average cost per pupil in school is ₱1.22. This represents a total annual expenditure for expendable books and supplies of about ₱320,000.

INSTRUCTION GIVEN DURING THE YEAR.

The total enrollment in the public schools exclusive of the Moro Province for the past year was 479,978. The average total enrollment by months was 346,245, of whom 214,960 (62 per cent) were boys and 131,285 (38 per cent) girls. The average number belonging was 316,477 and the average attendance 269,006 pupils, making the average percentage of attendance 85. The highest percentage of attendance, 94, was secured by Manila, Union, Tarlac, and Zambales. The lowest percentages of attendance, 78 and 79, were found in the Provinces of Antique and Rizal, respectively, the general average being, as stated above, 85.

The total number of public primary schools in operation during the

school year 1906-7 was 3,435, an increase of 327 over the number conducted during the previous year. To this number should be added 55 primary schools in the Moro Province, making a grand total of 3,490. The average total enrollment by months in the primary schools was 332,634. This number is 32,703 less than the total number reported for March of the preceding year. It should be noted, however, that this report for March of the preceding year is for a single month and that one of the best of the year, and does not represent the yearly average. If the average had been shown it would doubtless have been approximately the same as that for the current year, there having been no notable change in the number of primary pupils during the school year 1906-7. It may be remarked here that further increase in numbers is impossible under present conditions, owing to the facts that municipalities are not able with their present limited school funds to employ a larger number of teachers and that the teachers in these grades have already as large a number of pupils as they can successfully manage.

The number of schools giving intermediate instruction during the past year was 162, an increase of 70 over the number reported for the school year 1905-6. The average total enrollment by months in the intermediate schools was 12,687, an increase of 3,567 pupils over the number enrolled in the intermediate schools in March of the preceding school year. Of those enrolled 9,716 (76.5 per cent) were boys, and 2,971 (23.5 per cent) were girls. The percentage of attendance in these schools throughout the year was 94.

Secondary instruction was given during the past year in 35 provincial schools, an increase of 18 over the number giving instruction of this grade in the preceding year. The average total enrollment by months in secondary classes was 924, an increase of 616 over the preceding year. Of these 739 (80 per cent) were boys and 185 (20 per cent) girls. A comparison of these various percentages reveals the fact that the girls drop out of school earlier than the boys. The girls are, however, quite as strong as the boys in their class work throughout the primary, intermediate, and secondary courses.

INDUSTRIAL INSTRUCTION.

Special industrial instruction was given during the year in the following subjects: Hat, mat, and basket making; cloth weaving, including the making of blankets, towels, and "gee-strings;" tailoring; the making of native silk fans, screens, portières, picture frames, and toys; carpentry work, including furniture, chair, and cabinet making, bamboo and bejuco work, and wood carving; rope, twine, and fish-net making; agriculture and gardening; brick, cement working, and pottery making; blacksmithing, iron working; domestic science, including sewing, cooking, and general housekeeping and nursing.

TEACHING FORCE.

The appropriation bill for the fiscal year 1907 (Act No. 1527) authorized 820 positions for American teachers but did not provide sufficient funds for this number. The average number employed during the school year was 727. They were assigned as follows: three hundred as supervising teachers, 70 as teachers in secondary schools (exclusive of the Insular schools), 293 in the intermediate schools, 29 in primary schools, and 35 in the Philippine Normal School and the Philippine School of Arts and Trades. Of the 746 American teachers in the Bureau on March 31, 522 were men and 224 women. Of these, 16 men and 50 women were temporary teachers.

The total number of Insular Filipino teachers authorized by the appropriation bill was 394, while the maximum number employed was 485. This excess over the number allowed was made possible by "splitting" a certain number of the higher-paid positions and employing temporary Filipino Insular teachers in lieu thereof. One hundred and sixty-one of the teachers were employed on temporary appointment. The average number of Insular Filipino teachers employed during the year was 332. They were assigned to various duties as follows: thirty-four to secondary schools as special instructors, generally of Spanish; 64 to intermediate schools, and 234 to primary schools as principals or classroom instructors.

Of the 5,656 municipal teachers employed during the year, 3,948 were men and 1,708 women; 2,025 had received certificates of graduation or diplomas from the schools of the Islands. Classified by attainments, about 80 per cent of these teachers are to be found in the intermediate grades; nearly 20 per cent are still in the primary grades; of these, however, approximately 80 per cent are in the last year of the primary course. Classified by ability, but 10 per cent are qualified to give instruction in the intermediate grades; of these 86 per cent are qualified to give instruction in the first year of the intermediate course, 11 per cent in the second year of the intermediate course, and but 3 per cent in the last year of the course. Rated as to their executive ability, 4,619 are available for classroom instruction only, 941 for principalships of primary schools, and 96 for assignment as assistant supervisors. The average salary paid by municipalities to their teachers during the year was ₱17.53, while that paid by the Bureau to Insular teachers was ₱46.10. The average age of the municipal teacher was 20.6 years and his average service in the public schools was 1.8 years.

The total number of Filipino teachers in the Bureau, including both Insular and municipal, was 6,141, an increase of 1,422 over the number employed during the preceding year. The total number of teachers in the Bureau at the close of the school year, including American, Filipino Insular, and municipal teachers, both permanent and temporary, was

6,887, of whom 4,888 were men and 1,999 women. Adding to this total the 625 student teachers who served during the year gives a grand total of 7,512 instructors exclusive of the Moro Province.

CONTINUITY OF SERVICE IN THE TEACHING FORCE.

The records of the Bureau for the past year show that there came into the Bureau by reinstatement 11 teachers, by transfer 13, by probational appointment 70, by temporary and emergency appointment 290, a total of 384; while the total number of separations from the Bureau during the year by reason of resignations, transfers from the Bureau, and temporary and emergency employees dropped amounted to 469. This represents a net loss to the Bureau for the year of 179 or 17 per cent of the entire permanent force. Should this ratio remain constant the entire teaching force of the Bureau would change every six years. This percentage of loss is based upon the entire Insular force, including American and Filipino teachers. The percentage would be still higher if based upon American teachers only. The significance of this fact appears when we bear in mind that it is the old and experienced teachers who have completed their contract period that we are losing. It usually takes the new teacher at least one year to become fully acquainted with the conditions and problems he must meet in his school work. The expense to the Government of the transportation of new teachers to the Islands, and of the salary paid to those who fail (although few in number) for such period as they remain in the service, emphasizes the fact that this loss of experienced and successful teachers is not only exceedingly prejudicial to the effectiveness of the educational work but is also exceedingly costly to the Government.

HEALTH OF THE TEACHING FORCE.

The statistics for the past year show an average of but six days' illness for each American teacher in the service. The general health of the force is excellent. So far as we have been able to determine teachers enjoy on the average as good health here as in the States, and our experience shows more conclusively every year that the teacher who takes reasonable care of himself has no cause to dread the effects of this climate.

GENERAL STATISTICS.

A study of the statistical tables given in the appendix to this report reveals the extent to which the education of the children of school age is made possible by the present school facilities provided by the Government. Estimating the number of children of school age as one-fifth of the entire population and allowing for an annual increase in population of 1.1 per cent, the present school population is estimated to be 1,508,011, while the total number enrolled in the schools during the year was but

479,978 (31 per cent of the whole). The number of children who remained in school throughout the year with sufficient constancy to be counted as permanent members of the school was but 346,245, a number much smaller than the entire enrollment and constituting but 23 per cent of the total number of children of school age. We may fairly consider that the schools are effectively reaching this number of pupils.

The average enrollment and attendance per teacher in the primary, intermediate, and secondary courses as given in Table IV show that further increase of pupils in the primary grades without a corresponding increase of teachers is impossible; that an increase of 25 per cent in pupils without any increase in the number of teachers is possible in the intermediate course; and that the number of pupils in the secondary classes may be increased 200 per cent without the necessity of any increase in the teaching force.

The marked decrease in the number of pupils in school in the months of November and December, as shown on Table V, is due to the fact that in a large number of divisions during these months the primary schools were closed on account of the normal institutes for Filipino teachers.

An examination of the number of pupils enrolled in each grade as given in the table for the month of October shows that up to the present the average pupil remains in school but one and one-half years. On the basis of the present percentage of children cared for annually, the Bureau in this period of a year and a half gives instruction to 34.5 per cent of the total number of children of school age. This percentage is susceptible of increase by lengthening the average school life of the child; but this would involve an increase in the number of primary schools and teachers. This, as already explained, is impossible with the present limited municipal school funds, which are now taxed to the utmost for the maintenance of the primary schools already established. Provincial school facilities are more than adequate to meet the needs of the present number of secondary pupils, and the number of intermediate pupils could be considerably increased without the necessity of further expenditure for salaries. The establishment of more primary schools would probably necessitate some increase in the number of supervising teachers, as in many cases the districts are now too large and the work so great as to tax to the utmost the strength of the supervisor. No increase, however, would be necessary in the superintending force of the Bureau. It is evident, therefore, that a large increase in the number of primary schools and in the number of pupils in the intermediate and secondary schools is possible at a minimum per capita cost.

COURSE OF STUDY.

For the past three years the Director of Education has been gathering data upon the industrial needs in all parts of the Islands and has enlisted the coöperation of the teachers in a systematic study of local conditions with a view to determining the lines upon which industrial work in the

schools could be most effectively organized and be most directly beneficial to the people. Many teachers throughout the Archipelago have been gathering data as to the local industries of the people, the materials used by them, how they are obtained, how prepared, and how used. They have studied existing markets with a view to determining whether the local industry could with profit to the people be further developed and have rendered reports to the central office giving the results of this study and recommending the industrial lines upon which the energy of the schools in their districts could best be expended.

These investigations during the past year reached the point where the results from them could be used with considerable confidence and were incorporated into a revised course of study which adds one year in time to the former primary course and outlines the industrial work proper to the primary grades, indicating in considerable detail the various lines upon which the pupils in these grades should be trained. The amount of attention given daily to industrial work increases from forty minutes in the first and second grades to sixty minutes in the third grade and to one hundred minutes in the fourth. This course is outlined primarily to meet the needs of the great mass of children in the barrio schools whose school life will end with their graduation therefrom, and its aim is to prepare the pupil to become an intelligent, self-supporting citizen, with sufficient academic knowledge and training to enable him to efficiently transact his own business. It should make him conversant with the general rights and privileges of a citizen and with the corresponding duties which citizenship involves. The completion of this course should fix in him the habit of work and cause him to realize that manual labor is eminently respectable and honorable. He should acquire a fair knowledge of some handicraft and know the general laws of hygiene and of the sanitation of the home and village. The emphasis of this course is frankly upon the commercial and industrial side, without detracting from the value to be placed upon English, arithmetic, geography, and other academic subjects.

Special investigations were made during the year with a view to amplifying and defining in greater detail the present scope and character of the industrial training offered in the intermediate and secondary schools. At the close of the school year a special convention of industrial teachers was called for the purpose of studying the data at hand and preparing a report thereon to the Director.

Their report embraces the following subjects in addition to primary industrial work: Agriculture, school gardens, iron working, wood working, bamboo and bejuco working, mechanical drawing, ceramics, cloth and mat weaving, and domestic science, and furnishes a basis for further amplification of the intermediate and secondary courses of study as soon as certain additional details are secured and the necessary buildings, equipment and teachers are available.

RECOMMENDED LEGISLATION.

In his annual report for the previous year the Director called attention to the inadequacy of the present school funds. Notwithstanding the fact that from year to year the needs are constantly increasing, making necessary the organization of additional classes, the employment of more teachers, and the acquirement of better and larger facilities, there has been no corresponding increase in the amount of school funds available to meet these needs. On the contrary, there has been a marked decrease in regular municipal school funds during the past year by reason of the suspension of the land tax (Act No. 1579) and the provision in lieu thereof for reimbursement to municipalities of but 50 per cent of the funds lost by reason of this suspension. In a number of cases municipalities have in whole or in part made good this loss to the school funds by appropriations from the general municipal funds. This, however, has been in every case at the sacrifice of much-needed public improvements. In a far larger number of cases the decrease in the current income for schools has been made up by drawing on the small surplus remaining in the school funds from previous years which was being reserved for expenditure in the construction of greatly needed school buildings as soon as the surplus should become sufficient for this purpose. In a considerable number of municipalities this surplus has been entirely wiped out during the past year in the payment of the current school expenses incurred by schools already established. An examination of the statistical tables appended to this report will show that already there are in the primary schools a maximum number of pupils per teacher. Were it possible to reduce the present number of pupils per teacher in the primary grades to forty, the efficiency of the work done in these grades would be greatly increased. This, however, is absolutely impossible with the limited funds now at our disposal without doing serious injury to those children now in school who by such reduction would be necessarily excluded, as we are unable to employ the additional teachers that would be needed were such reduction made. The average number of pupils per teacher in the intermediate grades, however, could be increased 25 per cent without any increase in cost other than for the purchase of the books needed for the additional pupils. No increase in local expense would be involved therein. The present number of pupils per teacher in the secondary grades could be practically trebled without making necessary any increase in the teaching force. These conditions in the higher grades will gradually right themselves as the number of pupils going on to advance work increases from year to year. This comparison serves to bring out the fact that the financial stress is felt now most keenly in our municipal schools, and that further extension there will not be possible until the municipal school funds are increased.

The expenditure of more funds upon the primary work does not mean a corresponding increase of expenditure immediately in the higher schools, owing to the fact that there is considerable room for expansion in the schools already established. But little increase will be needed in the supervisory force, as the majority of the new primary schools established will be within districts already provided with supervisors. It will mean no increase in the general superintending force of the Bureau and can therefore be accomplished at a minimum expense per pupil. Additional legislation which shall make adequate and permanent provision for the support and maintenance of municipal schools is therefore recommended. The provision made by Acts Nos. 82 and 1189 is insufficient to meet the present needs of the public primary schools. Since the passage of these acts the total ordinary expenditures for primary schools have been greatly augmented by the increase in the number of schools, teachers, and pupils. The present law, it is estimated, will provide approximately ₱733,000 per year for these schools, which amount represents a cost of $10\frac{1}{2}$ centavos, Philippine currency, per capita, 61 centavos per child of school age, and ₱1.83 per pupil actually enrolled in the public schools. This fund must bear the burden of extraordinary expenditures for schoolhouse construction, furnishing, equipment, etc., in addition to the ordinary running expenses of the schools, or, in default of this, such construction must depend upon appropriations from the general municipal funds or upon voluntary contributions made by the people. As already stated, the general municipal funds are in no condition to meet such extraordinary expenses, and dependence upon so indefinite a factor as voluntary contributions is, and must always be, highly unsatisfactory.

Furthermore, sufficient funds must be made available to enable municipalities to pay a higher average salary to deserving teachers. The Bureau is already experiencing considerable difficulty in retaining the services of its best-qualified Filipino teachers. The 6,000 Filipino teachers employed by the Bureau of Education have to-day an average of about four years' training for their work. A large number of them have had five and six years training and a few seven years of preparation. The efficiency of these teachers has greatly increased during the past three years, but their average salary has increased very little, if at all. They are to-day receiving an average wage of but ₱17.53 per month, an amount no greater than that paid the humblest clerk or "escribiente." These teachers are being sought by other Bureaus of the Government and by business houses, and are leaving us by transfer or resignation, frequently with the statement that the opportunities for promotion and advancement in other Bureaus and in business houses are much greater than in the teaching service of the Bureau of Education.

As the work in the primary and industrial schools advances, the need for better-trained teachers becomes constantly more urgent. We can ill afford to lose a single teacher from among those standing at or near the head of the entire corps in ability and efficiency. If we are to retain our best teachers, if we are to make the work of a teacher in the Bureau of Education a career to which every bright, enthusiastic, and intelligent young Filipino may look forward with eagerness and ambition, we must make ample provision for adequately remunerating him for the service he renders. Unless we are able to keep these teachers in the Bureau and have them available for service as instructors in the intermediate schools, where we believe they should be employed as soon as possible, we shall be obliged to continue American teachers in charge of such instruction at great cost to the Bureau. During the past year 322 American teachers were employed as instructors in classes of primary and intermediate grades. Were we able to substitute, for these Americans, Filipino teachers capable of giving instruction satisfactorily in these grades, we could make an annual saving in the present cost of elementary instruction of at least ₱386,400. (Estimated on the basis of a saving of ₱1,200 for every American teacher now employed in elementary classroom work.) The present conditions which make impossible the retention of many of the brightest Filipino teachers in the Bureau are in their ultimate effects very costly to the Government.

A higher average salary must be paid to the teaching corps because of the increased demands now made upon our primary teachers by the requirement that they shall all give certain industrial instruction in addition to their regular academic work. This makes necessary larger preparation on their part. A considerable number of the best Filipino teachers, those of largest training and experience, have with the approval of their division superintendents resigned their positions as teachers and entered the provincial trade schools as special normal classes to receive a year's instruction in the industrial work of the primary grades. The young men are taking courses in woodworking, bamboo and bejuco weaving, chair making, etc., special attention being given throughout the year to their peculiar needs as prospective teachers of this industrial work. The young women are taking work in domestic science, including general housekeeping, cooking, sewing, and special instruction in sanitation of the home. These young people forfeit an entire year's salary and incur considerable additional expense in order to better fit themselves for the special work they are to take up upon their return to their respective towns. Upon the completion of this special course of study they will be reappointed to the service and must be given better salaries than they received formerly, otherwise the incentive for special training will in large part be lost. These teachers will be much more valuable to the Bureau and more helpful to their people by reason of this special

normal course, and proper recognition thereof must be given in the salaries at which they are reappointed, yet there is no money available for an increase in salaries unless it be saved by abolishing certain other teachers' positions and reducing the present scope of school work in the barrios.

Further demands upon the local school funds will be made because of the general introduction of industrial work in municipal schools. The necessary equipment and materials for this work must be purchased, yet there is probably not a town in the Philippine Islands that will be able to provide this equipment and the necessary materials from the present school funds. Where they are provided under present conditions the provision must be made in almost if not every case at the expense of the general funds of the municipality.

Ultimately intermediate schools also must be supported and maintained by the municipalities. The instruction given in them is essentially primary instruction and every municipality in the Islands will soon demand an intermediate school. Every municipality within a very few years should have in its "centro" or "población" an intermediate school as well as a primary school and in its barrios primary schools which should be tributary to this central intermediate school.

These needs are pressing upon us more and more every day. The Bureau is constantly petitioned for additional teachers, both American and Filipino Insular, to carry on the work already begun. These requests we have not been able to meet even to the extent of supplying the most urgent needs. The present conditions, under which greatly needed schoolhouses can not be built because of lack of funds, under which our best municipal teachers are being sought by other Bureaus and by business houses and are themselves in some cases seeking employment elsewhere because of inadequate remuneration in the Bureau of Education, and under which the municipalities are unable to pay from the present school funds adequate salaries to teachers who have made special preparation for industrial and regular work, are very unsatisfactory.

As possible ways of meeting this need for a larger municipal school fund, the following are suggested:

(1) That the cedula tax be doubled, one-half of the additional peso to go to the municipalities for the support of municipal schools in addition to the money derived from the tax of one-fourth of 1 per cent of the assessed valuation of real property, and from 5 per cent of the internal-revenue tax as provided by Acts Nos. 82 and 1189; the remaining one-half of the additional peso to go to the provinces to be set apart as a special provincial school fund. This method of providing additional support for public education is considered the most equitable, for it falls equally upon all classes, and all have an equally direct and personal interest in the schools. Under the present system of securing funds for educational purposes the poor man does not pay one cent directly

for the education of his children other than the small amount which he may pay as internal-revenue tax on his cigarettes and the few other taxable things purchased by him, only 5 per cent of which goes to the support of schools. Thus he pays under the present system but an infinitesimal part of the cost of educating his children. The poor man has shown already in countless instances that he does not hesitate to contribute voluntarily a media peso or a peso for the support of the schools. Thousands have contributed this amount every year. It is believed that there would be but little or no opposition on the part of the people to an increase in the cedula tax for this special purpose, it being clearly understood by them that the amount derived from this increase was to be expended exclusively in behalf of education.

(2) That instead of refunding to the municipality but 15 per cent of the internal-revenue tax as at present, 30 per cent be refunded by the Insular Government, and that two-thirds of this amount be set aside for the support of primary schools. This sum, in addition to the tax of one-fourth of 1 per cent of the assessed valuation of real property, would be sufficient to construct suitable school buildings and properly support and maintain municipal schools, giving in them the amount and kind of instruction prescribed by the Director of Education.

(3) That the entire land tax authorized to be collected by the municipalities—to wit, one-half of 1 per cent of the assessed valuation of real property—be set aside for the support of primary schools instead of one-fourth of 1 per cent as at present and that the internal revenue set aside for the support of primary schools be increased to 10 per cent instead of 5 per cent as at present authorized.

If the provision suggested under the first plan is made (and the result will be approximately the same if either of the other plans is adopted) the total municipal cost per capita will be increased to about ₱0.22, the cost per child of school age will be ₱1.28, and the cost per pupil actually enrolled in the schools will be ₱3.84 per year. If we include in our estimate of the cost of free public schools on the above basis the Insular expenditures, the cost per capita will be about ₱0.65; per child of school age it will be ₱3.78; and per pupil actually in school ₱11.34.

The average costs for elementary instruction in seventy-eight foreign countries, in which are included all the great countries of the world except China, for which no data are available, is ₱2.74 per capita and ₱19.34 per pupil enrolled in their schools. In only seven countries is the cost per capita less than will be the per capita cost for education in the Philippine Islands if the provision suggested be made. These countries are Bengal, ₱0.02; Burmah, ₱0.02; Madras, ₱0.04; Bolivia, ₱0.10; Bombay, ₱0.12, and Honduras and Peru, each ₱0.16.

It is further recommended that provisions be made by legislation for a regular provincial school fund. The only law bearing specifically upon

the support of provincial schools is Act No. 372, section 1 (b), which reads as follows:

(n) To provide, if deemed expedient by the provincial board, by construction or purchase, or renting, such school building or buildings in the province as in the opinion of the board may be necessary to be used for the free secondary instruction of pupils resident in the province, such secondary instruction being understood to include, in addition to academic and commercial subjects, manual training, instruction in agriculture, and normal-school instruction, and to provide for the payment of all expenses of maintaining such public school or schools of secondary instruction as may be established in the province, and the schools in their establishment and conduct shall be subject to the general supervision of the division superintendents and the General Superintendent of Public Instruction in accordance with the provisions of Act Numbered Seventy-four: *Provided*, That temporarily and until such time as the Commission shall decide that the condition of the finances of the province will justify for the future the payment of the salaries of teachers and the expense of supplies and equipment for secondary schools from the provincial treasury, such salaries and expense may be borne by the Insular Government.

This law, it will be noted, creates no special provincial school fund. The lack of such a fund has been and still is unsatisfactory. The provisions of the law cited and those of other acts of the Commission indicate that it is the policy of the Government to shift the responsibility for the maintenance of local institutions, as rapidly as local finances warrant, to the provinces and municipalities concerned. The very pressing need in all parts of the Archipelago for public improvements, especially for better means of communication, is so great as to make it frequently an open question whether a province should devote any part of its available funds to other purposes. Under such conditions it is inevitable that the needs of the provincial school should be frequently unprovided for and that the possibility of constructing needed buildings for schools of arts and trades, for agricultural work, for domestic science, etc., and for adding to their present equipment should be greatly lessened, and the acquiring of an adequate plant be unduly postponed. The present uncertainty as to the amount of provincial support for provincial schools makes it impossible to map out for them a definite program for each school year, or to lay adequate foundations for future work within well-defined limits. Definite and adequate provision should now be made for the development and maintenance of the several departments of our provincial schools, including, under the term maintenance, current as well as permanent equipment, the furnishing of material for industrial departments, such as buying the necessary lumber, the purchase of necessary work animals for the agricultural school and farm, the buying of agricultural implements and all accessories to such work, etc.

As possible ways of providing a provincial school fund, the following are suggested:

(1) That the cedula tax be doubled (as suggested under the recommendation that provision be made for an increase in municipal school

funds) and that one-half of the additional peso accrue to the province as a provincial school fund.

(2) That a refund of 15 per cent of the internal-revenue tax be made to the province and that one-half of this amount be set aside as a provincial school fund. The total provincial school fund for the Archipelago that would be realized under each of these plans would be approximately as follows:

Under the first plan	₱800,000
Under the second plan	530,000

The adoption of either of these plans will make it possible for the provinces to splendidly equip their schools along industrial lines and enable the Bureau to place even greater emphasis on this phase of educational work.

AMERICAN CIRCULATING LIBRARY.

During the past fiscal year the American library was open to the public 300 days from 8 a. m. until 10 p. m. Its average circulation of books per day was 68; the total circulation during the year was 20,415. One hundred and twenty-eight yearly membership cards were taken out, 2,486 monthly membership cards, 2,300 extra cards and 32 duplicates, a total of 4,946.

The total receipts of the library from subscriptions, fines, lost books, and extra book cards was ₱2,588.68. One thousand two hundred and sixteen volumes were purchased for the library during the year, and 455 volumes were received as gifts.

There are on the shelves of the library 14,571 volumes, and in the storeroom approximately 11,000. The library receives by each mail 25 copies each of several United States papers given by people interested in the library. These papers are mailed by the librarian to military posts and to various hospitals in the Islands. Twelve traveling libraries have been sent out to the provinces during the year, made up of duplicate copies of the volumes on the shelves. These libraries contain about 450 volumes each.

The accession register of the library now contains 14,534 volumes; a classified shelf list of 6,102 volumes has been completed. Title cards for 4,582 books of fiction have been prepared and are available for the use of the public. Six thousand one hundred volumes, of which 281 are Spanish and foreign books, have been catalogued, classified, and book numbered, and 4,136 complete catalogue cards have been finished and placed at the disposition of the public. The work of the library is so arranged as to permit the cataloguer to devote her whole time to the completion of the permanent catalogue, which it is hoped may be completed by the first of the next calendar year.

SPECIAL RECOMMENDATION.

During the past year advanced pupils in the primary schools and adults in parents' meetings have been given instruction by the Bureau of Education in the Bureau of Health circulars upon tuberculosis, cholera, and smallpox, in the Bureau of Agriculture circulars on the crop-report service, and on the Homestead Act, and pupils of intermediate grade have been taught the provisions of the municipal and provincial codes. The results of the instruction given, especially in the Homestead Act, have been very gratifying. In many cases there have been applications for homesteads directly traceable to this instruction. This is especially true in the Provinces of Ambos Camarines, Samar, Zambales, Nueva Ecija, and Mindoro. This method of imparting to the people information concerning the laws is without doubt one of the most effective that can be devised.

This instruction could well be greatly extended and it is recommended that all laws affecting the mass of the people be printed in sufficient numbers to make possible the placing of one copy of each in the hands of the teachers. If this is done the Director will provide for the study and discussion of these laws in teachers' classes under the direction of American supervisors and for the giving of regular instruction to the people by properly qualified Filipino teachers.

Respectfully submitted.

GILBERT N. BRINK,
Acting Director of Education.

The SECRETARY OF PUBLIC INSTRUCTION, *Manila.*

APPENDIX.

TABLE I.—*Showing, by divisions and for the Islands, the school population, number of schools, average school population per school, etc.*

Division.	School population.	Number of schools. ^a	Average school population per school.	Enrollment, 1906-7.	Per cent of school population enrolled.
Manila	45,437	36	1,262	13,950	30
Albay	49,651	85	584	10,342	21
Ambos Camarines	49,461	87	569	10,474	21
Antique	27,719	67	414	9,740	35
Bataan	9,666	22	439	2,430	25
Batangas	53,244	123	435	12,865	24
Bohol	55,621	100	341	21,226	38
Bulacan	46,225	116	398	15,683	34
Cagayan	32,279	91	355	10,303	32
Capiz	47,667	201	237	17,340	36
Cavite	27,847	63	442	10,556	38
Cebu	135,060	158	855	27,869	41
Ilocos Norte	36,980	129	287	14,900	20
Ilocos Sur	49,433	186	266	15,763	32
Iloilo	84,771	154	550	30,218	36
La Laguna	30,702	92	334	10,056	33
La Union	28,478	54	527	10,628	37
Leyte	80,351	138	582	21,461	27
Sorsogon	33,918	77	441	9,540	28
Samar	55,005	123	447	18,736	34
Misamis	36,296	66	550	8,507	23
Nueva Ecija	27,714	95	292	14,766	53
Nueva Vizcaya	12,951	20	646	2,271	18
Occidental Negros	63,689	184	347	25,680	40
Oriental Negros	41,629	81	514	13,116	31
Pampanga	46,228	152	304	16,250	37
Pangasinan	91,235	337	271	39,646	43
Rizal	31,181	76	410	8,495	27
Romblon	10,918	33	331	4,192	38
Surigao	23,782	84	282	8,674	36
Tarlac	27,913	71	393	10,581	38
Tayabas	42,299	80	529	16,239	38
Zambales	21,600	32	675	4,425	20
Isabela	15,791	51	310	5,243	33
Mindoro	8,178	55	149	3,453	42
Benguet	4,699	4	1,175	583	12
Bontoc	15,030	27	557	1,973	13
Palawan	7,393	11	672	776	10
Normal and trade		2		1,028	
Philippine Islands	1,508,011	*3,623	416	479,978	32

^a "Number of schools" is not an annual average, but is taken for a normal school month—February.

^b Maximum monthly enrollment.

TABLE II.—*Showing, by grades, years, and courses, the number of pupils enrolled during the month of October, 1906—a normal school month.*

Division.	Primary grades.				Intermediate.				Secondary.				Grand total.
	I.	II.	III.	Total.	IV.	V.	VI.	Total.	First year.	Second year.	Third year.	Total.	
Manila	3,401	2,142	1,888	6,931	553	326	214	1,093	90	22	21	133	8,157
Albay	4,059	1,806	865	6,730	164	31	21	216	20	0	0	20	6,966
Ambos Camarines	4,177	1,820	904	6,901	224	47	18	289	8	0	0	8	7,198
Antique	6,276	1,062	341	7,679	43	25	16	84	11	0	0	11	7,774
Bataan	1,494	553	224	2,271	46	18	8	72	0	0	0	0	2,343
Batangas	2,627	1,215	775	4,617	319	140	50	509	19	17	0	36	5,162
Bohol	15,498	3,025	737	19,260	83	23	15	121	10	0	0	10	19,391
Bulacan	5,550	3,884	1,395	10,829	323	159	57	539	28	10	0	38	11,406
Cagayan	6,322	1,993	822	9,137	259	71	45	375	0	15	0	15	9,427
Capiz	7,922	2,685	761	11,368	60	35	25	120	11	0	0	11	11,499
Cavite	4,428	1,723	680	6,831	148	108	36	292	27	19	8	54	7,177
Cebu	17,075	4,726	1,415	23,216	274	77	42	393	21	0	0	21	23,630
Ilocos Norte	10,802	2,713	1,059	14,574	150	68	36	254	14	0	0	14	14,842
Ilocos Sur	9,530	4,134	1,492	15,156	338	133	90	561	34	12	0	46	15,763
Iloilo	11,436	3,802	2,520	17,758	634	354	99	1,087	15	8	0	23	18,868
La Laguna	4,321	1,987	1,081	7,389	300	59	57	416	19	0	0	19	7,824
La Union	5,823	1,509	810	8,142	181	88	21	290	19	0	0	19	8,451
Leyte	11,759	3,704	1,162	16,625	144	70	38	252	12	13	0	25	16,902
Sorsogon	5,482	1,741	857	8,080	160	47	36	243	0	0	0	0	8,323
Samar	9,169	3,052	1,311	13,532	249	19	31	299	14	0	0	14	13,845
Misamis	3,633	1,314	385	5,332	60	14	10	84	0	0	0	0	5,416
Nueva Ecija	7,402	3,526	1,199	12,127	218	152	61	431	13	11	0	24	12,582
Nueva Vizcaya	1,050	671	180	1,901	18	22	18	58	7	0	0	7	1,966
Occidental Negros	13,933	3,694	1,234	18,861	147	110	38	295	15	4	7	26	19,182
Oriental Negros	8,521	1,610	419	10,550	43	24	16	83	5	0	0	5	10,638
Pampanga	8,313	2,957	1,090	12,360	300	156	44	500	19	0	0	19	12,879
Pangasinan	21,293	4,312	1,827	27,132	358	113	20	491	15	0	0	15	27,638
Rizal	4,425	1,970	974	7,369	151	62	49	262	11	0	0	11	7,642
Romblon	2,184	998	195	3,377	36	39	17	92	12	0	0	12	3,481
Surigao	4,966	1,476	457	6,899	69	15	18	102	4	0	0	4	7,005
Tarlac	6,004	1,835	808	8,647	276	90	51	417	16	0	0	16	9,075
Tayabas	5,722	2,867	1,407	12,996	224	125	102	451	24	11	0	35	13,482
Zamboales	1,800	1,081	454	3,335	65	67	27	159	4	0	0	4	3,498
Isabela	1,981	918	453	3,302	37	27	14	78	6	0	0	6	3,386
Mindoro	687	251	180	1,068	25	4	3	32	0	0	0	0	1,100
Benguet	107	65	36	208	0	0	0	0	0	0	0	0	208
Bontoc	1,286	261	99	1,646	21	0	0	21	0	0	0	0	1,667
Palawan	547	112	22	681	22	0	0	22	3	0	0	3	706
Normal School	111	55	48	214	118	50	64	238	138	47	0	185	631
Trade School	0	0	0	0	89	48	22	159	26	0	0	26	185
Philippine Islands	244,016	79,249	31,761	355,026	6,929	3,016	1,529	11,474	690	189	36	915	367,415

TABLE III.—*Showing, by sexes, the average monthly enrollment for the year for different classes of schools.*

Division.	Primary.			Intermediate.			Secondary.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Manila	4,490	2,350	6,840	915	319	1,234	105	26	131
Albay	4,048	2,329	6,377	200	62	262	16	4	20
Ambos Camarines	4,088	2,533	6,621	226	82	308	7	4	11
Antique	3,984	3,225	7,209	94	25	119	11	-----	11
Bataan	1,349	928	1,977	47	13	60	-----	-----	-----
Batangas	5,370	2,472	7,842	427	132	559	28	5	33
Bohol	8,996	8,301	17,297	93	34	127	10	-----	10
Bulacan	6,208	3,592	9,800	460	105	565	29	9	38
Cagayan	5,719	3,168	8,887	317	77	394	15	-----	15
Capiz	7,476	4,744	12,220	138	44	187	6	5	11
Cavite	4,110	2,450	6,560	304	98	298	42	10	52
Cebu	12,987	8,449	21,436	304	115	419	13	7	20
Ilocos Norte	7,243	4,759	12,002	280	44	324	12	2	14
Ilocos Sur	8,285	5,268	13,553	437	167	604	35	20	55
Iloilo	10,414	7,108	17,522	915	254	1,169	34	5	39
La Laguna	4,415	2,775	7,190	313	254	441	13	4	17
La Union	4,855	2,552	7,407	256	56	312	17	2	19
Leyte	9,458	5,763	15,216	192	67	259	18	7	25
Sorsogon	4,613	2,521	7,134	199	46	245	-----	-----	-----
Samar	7,534	4,741	12,275	242	100	342	13	2	15
Misamis	2,753	2,171	4,924	67	41	108	-----	-----	-----
Nueva Ecija	6,074	3,864	9,938	383	77	460	20	2	22
Nueva Vizcaya	1,157	753	1,910	53	11	64	7	-----	7
Occidental Negros	10,161	7,647	17,808	231	114	345	17	8	25
Oriental Negros	5,926	4,254	10,180	44	64	108	1	4	5
Pampanga	7,369	3,889	11,258	429	143	572	15	3	18

TABLE III.—*Showing, by sexes, the average monthly enrollment—Continued.*

Division.	Primary.			Intermediate.			Secondary.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Pangasinan	15,471	10,768	26,239	418	107	525	14	1	15
Rizal	4,205	2,335	6,540	245	82	327	10	1	11
Romblon	2,074	1,367	3,441	76	12	88	9	3	12
Surigao	3,625	247	3,872	85	20	105	4	1	5
Tarlac	4,624	3,005	7,629	403	64	467	14	2	16
Tayabas	7,539	4,503	12,042	384	167	551	30	7	37
Zambales	2,079	996	3,075	194	18	212	6	—	6
Isabela	2,380	1,064	3,444	71	8	79	4	—	4
Mindoro	1,457	904	2,361	24	6	30	—	—	—
Benguet	1,225	38	1,263	—	—	—	—	—	—
Bontoc	1,167	322	1,489	7	1	8	—	—	—
Palawan	472	199	671	21	22	43	2	—	2
Normal and Trade	110	75	185	326	62	388	162	41	203
Philippine Islands	204,505	128,129	332,634	9,716	2,971	12,687	739	185	924

TABLE IV.—*Showing, by divisions and for the Islands, the average daily enrollment per teacher, average daily attendance per teacher, and percentage of attendance per teacher for the different classes of schools.*

Division.	Primary grades.			Intermediate grades.			Secondary years.		
	Average daily enrollment per teacher.	Average daily attendance per teacher.	Percentage of attendance.	Average daily enrollment per teacher.	Average daily attendance per teacher.	Percentage of attendance.	Average daily enrollment per teacher.	Average daily attendance per teacher.	Percentage of attendance.
Manila	30.30	28.47	94	26.04	25.06	96	15.65	15.09	96
Albay	40.22	36.27	90	47.65	44.70	94	19.90	19.50	98
Ambos Camarines	41.39	34.23	83	31.61	30.32	96	15.66	15.66	100
Antique	75.62	58.95	78	37.36	35.72	96	11	11	100
Bataan	60.18	47.84	79	14.66	14.03	96	—	—	—
Batangas	50.95	44.77	88	30.82	28.51	93	31.90	29.80	93
Bohol	67.90	54.38	80	23.11	22.30	96	10.10	10.10	100
Bulacan	53.86	43.90	82	40.50	38.23	94	18.90	18.35	97
Cagayan	55.93	47.94	86	36.42	34.30	94	15	14.31	95
Capiz	68.39	56.10	82	24.85	23.40	94	10.13	9.50	94
Cavite	51.52	43.42	84	26.59	24.83	93	18.43	17.61	96
Cebu	64.55	51.66	80	27.78	26.09	94	17.90	17.30	97
Ilocos Norte	53.58	44.32	83	29.70	26.48	89	14.40	12.80	89
Ilocos Sur	54.93	45.58	83	43.74	41.65	95	11.86	11.43	96
Iloilo	47.52	37.99	80	37.91	35.40	93	17.71	17	96
La Laguna	42.88	36.63	85	42.68	40.01	94	18.50	17.90	97
La Union	67.29	62.37	92	45.33	43.24	95	18.50	18.40	99
Leyte	70.76	59.96	85	43.86	42.43	97	25.20	25.20	100
Sorsogon	55.01	46.16	84	23.08	21.64	94	—	—	—
Samar	76.08	66.44	87	57.96	54.46	94	13.90	13.80	99
Misamis	50.24	40.15	80	10.82	8.94	83	—	—	—
Nueva Ecija	66.04	55.14	83	35.26	33.56	95	19.09	18.27	96
Nueva Vizcaya	43.43	38.01	88	25.38	23.79	94	11.83	11.67	99
Occidental Negros	71.46	58	81	32.13	29.96	93	14.76	14.53	98
Oriental Negros	74.80	59.62	80	20.33	18.67	92	4.90	4.80	98
Pampanga	50.20	43.89	87	29.98	28.63	95	18.13	17.50	97
Pangasinan	55.62	49.67	89	39.21	38.04	97	15	13.88	93
Rizal	45.11	35.48	79	19.59	18.10	92	15.86	15	95
Romblon	72.87	59.98	82	25.06	23.57	94	11.60	11.40	98
Surigao	52.10	43.53	84	16.63	15.53	93	5.20	5.20	100
Tarlac	57.83	54.07	93	36.35	35.46	98	16	16	100
Tayabas	74.24	66.10	89	44.02	42.08	95	35.70	35.10	98
Zambales	48.52	45.26	93	27.02	26.57	98	7	7	100
Isabela	48.24	39.47	82	30.38	29.38	97	6.14	6.14	100
Mindoro	46.27	41.97	91	26.10	24.70	95	—	—	—
Benguet	34.38	28.46	83	—	—	—	—	—	—
Bontoc	41.89	37.34	89	10.33	9.50	92	—	—	—
Palawan	57.51	49.10	86	20.80	19.50	94	3	3	100
Philippine Islands	56.62	47.72	84	31.90	30.50	94	14.09	13.64	97

NOTE.—The same data as above for special schools (Normal School and Arts and Trades, Manila) which are not included in Island totals, are as follows: Average daily enrollment per teacher, 20.75; average daily attendance per teacher, 20.09; Percentage of attendance per teacher, 97.

TABLE V.—*Showing, by divisions and for the Islands, the average monthly attendance during the school year 1906-7.*

Division.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Manila	6,835	7,620	7,534	7,454	7,451	7,799	7,840	7,705	7,669	7,583
Albay	3,690	4,928	4,937	4,991	4,952	5,110	5,278	4,950	5,041	4,279
Ambos Camarines	3,909	5,580	5,852	5,466	5,568	760	717	4,485	5,809	5,874
Antique ^a					4,782	3,258	269	5,026	5,951	6,899
Bataan ^b					1,633	1,632	170	1,303	1,441	1,299
Batangas	5,542	7,066	7,557	7,037	3,839	6,570	7,632	7,078	7,661	7,807
Bohol	2,087	12,764	14,386	14,603	14,938	13,980	13,867	13,995	14,313	13,927
Bulacan	7,362	8,262	8,667	8,885	8,900	8,955	617	6,734	7,302	7,288
Cagayan	480	474	6,950	7,634	7,683	7,597	7,730	7,500	7,567	7,620
Capiz	4,563	6,673	8,372	9,012	8,633	651	626	8,900	12,115	12,438
Cavite	3,934	5,513	5,846	5,748	5,133	6,300	5,853	3,061	6,140	6,407
Cebu	325	10,334	15,437	16,194	17,123	17,085	17,611	16,715	16,578	17,758
Ilocos Norte	521	5,397	9,054	10,954	12,285	11,676	9,955	7,312	9,119	9,509
Ilocos Sur	957	9,391	9,943	12,203	12,975	10,451	7,658	9,877	11,854	11,721
Iloilo	16,019	19,138	21,564	20,946	12,759	11,085	886	11,945	15,411	15,586
La Laguna	470	5,998	6,739	6,564	6,095	6,261	6,282	5,549	5,796	5,673
La Union	641	3,584	6,268	7,123	7,531	7,309	7,340	7,202	7,434	7,383
Leyte	9,304	11,905	12,150	13,036	12,754	276	267	10,066	12,609	12,869
Sorsogon	3,866	5,470	6,113	6,156	6,400	6,218	6,136	5,416	5,425	260
Samar	5,542	7,886	9,124	9,880	11,264	12,021	677	12,814	12,622	13,690
Misamis	2,121	2,963	3,605	3,664	3,680	461	399	2,978	4,049	3,945
Nueva Ecija	7,466	9,010	8,490	9,075	9,423	8,371	627	5,147	6,399	6,051
Nueva Vizcaya	1,846	1,823	1,771	59	1,643	1,706	1,695	1,152	1,505	1,718
Occidental Negros	12,482	14,228	15,193	14,608	13,516	11,604	343	11,360	13,618	13,216
Oriental Negros	283	263	6,589	7,144	7,786	7,923	7,731	7,977	7,808	7,301
Pampanga	9,462	11,566	12,029	12,258	10,358	10,244	856	8,155	9,319	8,913
Pangasinan	14,396	19,292	20,618	22,127	22,869	2,985	2,750	17,129	24,998	25,520
Rizal	4,696	5,435	5,464	5,539	5,703	5,605	4,170	4,787	4,792	4,63
Romblon	2,214	2,296	2,438	2,778	2,509	2,414	91	2,568	3,164	3,313
Surigao	257	2,840	4,631	5,547	5,285	4,325	4,469	4,700	4,700	5,158
Tarlac	486	5,667	7,090	8,078	8,294	7,887	534	5,439	7,129	7,167
Tayabas	8,464	11,639	10,896	12,058	11,348	10,514	1,376	9,944	10,802	11,095
Zambales			2,775	3,187	3,145	2,970	2,625	2,436	2,686	2,702
Isabela	2,374	2,948	3,051	2,572	2,285	390	482	2,468	2,769	2,692
Mindoro	1,591	2,201	2,129	1,977	807	183	1,012	1,948	2,199	2,079
Benguet		126	172	156	173	225	272	257	274	305
Butoc	88	817	1,103	1,367	1,395	1,270	1,151	1,181	1,181	1,249
Palawan	476	582	624	590	487	526	476	440	617	629
Normal School	578	623	610	571	564	559	547	527	527	506
Trade School	167	205	196	187	168	171	169	154	147	145
Philippine Islands	145,614	224,077	275,917	287,098	284,379	227,414	140,121	247,019	286,540	279,977

^aIncluded in Iloilo for the months of June to September.^bIncluded in Pampanga for the months of June to September.

NOTE.—The low average attendance for some of the months shown above is explained by the fact that normal institutes were in session.

TABLE VI.—*Showing, by divisions and for the Islands, the average number of pupils attending the different courses, the aggregate attendance, and percentage of attendance.*

Division.	Primary.	Inter-mediate.	Second-ary.	Grand total.	Percent-age of attend-ance.
Manila	6,281	1,145	122	7,548	94
Albay	4,516	241	20	4,777	90
Ambos Camarines	4,039	285	9	4,333	83
Antique	4,789	112	11	4,912	78
Bataan	1,411	53		1,464	80
Batangas	6,290	499	30	6,819	88
Bohol	14,181	118	10	14,309	80
Bulacan	7,453	501	37	7,991	82
Cagayan	7,195	353	14	7,562	86
Capiz	8,682	157	9	8,848	82
Cavite	5,076	268	50	5,394	84
Cebu	15,700	380	39	16,119	80
Ilocos Norte	9,130	302	14	9,446	83
Ilocos Sur	10,244	554	42	10,840	84
Iloilo	12,617	1,035	36	13,688	84
La Laguna	5,638	408	18	6,064	86
La Union	6,424	290	18	6,732	94
Leyte	11,565	246	25	11,836	85
Sorsogon	5,473	216		5,689	84
Samar	10,172	305	14	10,491	87

TABLE VI.—*Showing, the average number of pupils, attendance, etc.—Continued.*

Division.	Primary.	Inter-mediate.	Second-ary.	Grand total.	Percent-age of attend-ance.
Misamis	3,317	72	-----	3,389	80
Nueva Ecija	7,303	406	20	7,729	85
Nueva Vizcaya	1,592	57	7	1,656	88
Occidental Negros	12,985	306	25	13,316	82
Oriental Negros	7,380	80	5	7,465	80
Pampanga	8,904	526	18	9,448	88
Pangasinan	20,370	550	14	20,934	89
Rizal	4,837	286	11	5,134	79
Romblon	2,546	83	11	2,640	83
Surigao	4,585	95	5	4,685	85
Tarlac	6,623	455	16	7,094	94
Tayabas	10,202	513	35	10,750	89
Zambales	2,636	180	7	2,823	94
Isabela	2,566	76	6	2,648	82
Mindoro	1,744	33	-----	1,777	91
Benguet	215	-----	-----	215	83
Bontoc	1,182	10	-----	1,192	89
Palawan	516	20	3	539	86
Normal	179	199	166	544	96
Trade	-----	140	26	166	91
Philippine Islands	256,558	11,555	893	269,006	85

NOTE.—In the above table averages for primary schools have, in many instances, been taken for eight or nine months.

TABLE VII.—*Showing the average number of teachers in the different courses during the school year 1906-7.*

Division.	Americans.				Insular.			Municipal.		Aspi-rantes, pri-mary.
	Super-ving.	Sec-ond-ary.	Inter-mediate.	Pri-mary.	Sec-ond-ary.	Inter-mediate.	Pri-mary.	Inter-mediate.	Pri-mary.	
Manila	8.2	8.1	35.8	6	-----	2	-----	8	214.6	-----
Albay	9	5.8	4.2	-----	3.8	1.2	1.8	-----	122.7	15.6
Ambos Camarines	10.6	-----	8.8	-----	2.7	.4	9.1	-----	208.3	1.9
Antique	4.5	1	1.5	-----	1.5	1	1	-----	81	1.3
Bataan	2.5	-----	3.6	-----	-----	.8	1	-----	29	.5
Batangas	6	1	13	1.3	3	4.1	1.9	-----	137.3	1.8
Bohol	15	1	4.4	.4	.3	.9	11.4	-----	226.4	-----
Bulacan	8	2	11	-----	1.3	2.1	9.5	-----	143.3	4.9
Cagayan	6.2	5	6.2	-----	-----	4.1	5.2	-----	114.7	38
Capiz	12.2	1.8	6.7	.9	-----	-----	8.7	-----	141	70.5
Cavite	5.3	2.8	7	-----	-----	3.8	8.9	-----	108	4.9
Cebu	16	2.3	14.4	2.5	-----	.1	27.5	-----	273	1.7
Ilocos Norte	4.4	1	8.4	.7	-----	1.7	11.6	-----	193.9	-----
Ilocos Sur	9.3	3.3	12.2	1.3	.8	5.8	7.2	4.3	231	*32
Iloilo	14.3	2.6	12.4	1	2.5	4.3	7	2	221	71
La Laguna	8.3	1	8.5	.4	-----	1.7	3.9	-----	150.2	1.9
La Union	7	1	9	-----	-----	-----	7.7	-----	103	29.9
Leyte	15.8	4.9	4.8	-----	1	1	2.8	-----	188.3	26.8
Sorsogon	7.8	-----	10	-----	1	-----	7.5	-----	110	13.6
Samar	14.7	4.5	5.3	.8	1.2	3	6.9	-----	146.4	78.4
Misamis	6.3	-----	8.6	-----	2.6	.3	4	-----	81.5	51
Nueva Ecija	5.4	1	8.7	.5	.9	3.4	5.1	.1	113.8	4.2
Nueva Vizcaya	2.1	.6	1.6	.1	-----	.8	4.1	-----	32.6	.2
Occidental Negros	15	1.7	7.2	1	-----	3	11.8	-----	223	15.9
Oriental Negros	6.6	.8	6.3	1.1	.8	-----	3.4	-----	116	22.1
Pampanga	8.3	1	16	-----	.5	2.5	9	-----	200.9	-----
Pangasinan	17.6	3.6	10.5	.1	6.4	.6	8.6	1.3	425	6.6
Rizal	5.5	.7	14	-----	.9	1.8	6.2	-----	130	3.6
Romblon	3.9	1	3.1	-----	.3	.4	2	-----	40	8.7
Surigao	10.7	2.1	3.2	-----	-----	1.8	7.4	-----	93.7	6.3
Tarlac	5.6	1	10.6	-----	.1	1.6	8	.3	90.7	3
Tayabas	12.6	6.4	6.4	-----	-----	4	6	1.8	133.5	28.6
Zambales	6	-----	4	2	1	2.7	4	-----	52	11
Isabela	4	.6	2.6	.8	-----	-----	2.5	-----	61.5	7.7
Mindoro	3.5	-----	1.2	1	.3	4.3	6.3	-----	44.3	-----
Benguet	.4	-----	.2	3.3	-----	-----	2.3	-----	1.2	.2
Bontoc	1.1	.4	.8	2.7	-----	-----	2.8	-----	23	.7
Palawan	1.9	.9	1	.9	-----	-----	.7	-----	5.3	.7
General average	300	70	293	29	34	64	234	18	5,005	8.5

*Special.

Average for Normal School and Trade School, 35.4.

TABLE XIII.—Showing the provincial expenditures for school purposes, etc.—Cont'd.

Division.	Construction and repairs.	Equipment.	Salaries and wages.	Current expense.	Total.
Occidental Negros	P18,782.00	P500.00	P900.00	P2,600.00	P22,732.00
Oriental Negros	18,600.00			334.00	18,934.00
Pampanga	1,166.30		29.33	1,430.60	2,626.23
Pangasinan	600.00	20.00	630.00	2,258.00	3,508.00
Rizal	2,605.69		132.00	160.83	2,898.52
Romblon	6,668.89			84.85	6,753.74
Surigao	16,016.00	660.00		520.00	17,196.00
Tarlac	336.77	583.73	95.99	103.32	1,119.81
Tayabas	1,036.00	26.07	380.00	1,286.48	2,728.55
Zambales			60.00	392.00	452.00
Isabela	10,717.99				10,717.99
Mindoro					
Benguet				1,746.50	1,746.50
Bontoc	2,182.00		82.00	1,384.00	3,648.00
Palawan	3,435.08				3,435.08
Philippine Islands	264,657.66	7,464.86	7,777.78	27,880.56	307,779.86

TABLE XIV.—Showing, by divisions and for the Islands, the Insular expenditures for salaries and wages and supplies furnished during the fiscal year 1906-7.

Division.	American teachers.	Filipino teachers.	American administrative force.	Filipino administrative force.	Supplies furnished.	Total.
Albay	P40,423.34	P4,790.74	P5,560.00		P7,310.28	P58,084.36
Antique	19,398.80	1,292.96			7,125.55	27,817.31
Bataan	16,336.68	758.64	3,110.00	P280.00	3,035.77	23,521.60
Batangas	32,456.84	3,947.88	4,000.00	700.00	9,562.94	50,667.14
Benguet	8,235.00	648.16	3,200.00		2,779.41	14,862.57
Bohol	43,738.38	5,778.30	3,916.66	720.00	5,396.77	58,560.11
Bulacan	47,427.98	9,543.28	3,933.34	1,232.00	11,797.05	73,933.65
Cagayan	43,295.12	4,666.48	3,717.78	1,007.32	8,725.91	61,412.61
Ambos Camarines	27,691.28	6,682.40	3,717.78	400.00	6,906.70	45,398.16
Capiz	91,908.28	5,387.30	3,766.66	700.00	11,510.05	113,342.29
Cavite	112,651.08	8,369.78	3,318.90	1,000.00	9,763.97	135,102.73
Cebu	78,693.84	7,689.80	6,464.54	757.14	13,466.48	107,071.80
Ilocos Norte	24,330.14	6,010.54	3,213.88		13,475.91	47,030.47
Ilocos Sur	67,995.46	11,839.32	4,534.72	747.98	17,584.83	102,702.31
Iloilo	88,050.49	7,701.62	7,538.90	960.00	28,131.66	132,382.66
Isabela	17,573.30	1,177.32	3,166.66	440.00	4,806.81	27,164.09
La Laguna	47,789.82	4,305.64	4,500.00	900.00	9,523.20	67,018.66
Lepanto-Bontoc	12,178.26	645.66		75.00	2,725.03	15,623.95
Leyte	49,773.20	2,969.96	995.54	720.00	11,505.00	65,963.70
Manila*	226,153.11	7,113.90	100,679.74	15,313.14	30,665.85	379,925.74
Mindoro	7,960.12	2,766.82	2,375.98	289.56	5,664.89	19,057.37
Misamis	42,175.76	2,015.72	2,000.00	660.00	4,087.56	50,939.04
Occidental Negros	56,523.84	7,094.42	4,287.40	981.32	15,411.32	84,298.30
Oriental Negros	30,498.91	2,839.98	3,582.62	934.00	8,553.19	46,406.70
Nueva Ecija	35,455.30	4,544.20	6,711.64		17,320.02	64,081.16
Nueva Vizcaya	13,959.72	2,481.38	3,317.76	500.00	5,073.02	25,331.88
Palawan	10,841.02	309.00			6,562.74	17,712.76
Pampanga	68,437.86	4,353.92	1,532.22	1,560.00	19,180.96	98,064.96
Pangasinan	86,495.70	9,867.76	3,749.98	2,759.98	22,528.61	125,402.03
Rizal	46,855.12	6,814.14	3,955.54	1,065.32	9,144.94	67,835.06
Romblon	20,284.14	904.33	1,866.66		2,005.84	24,960.95
Samar	45,143.16	4,009.32	3,533.32	791.66	12,158.22	65,635.68
Sorsogon	47,075.74	4,072.96	2,249.98		11,614.19	65,012.87
Surigao	33,139.36	3,289.64	3,317.76	960.00	4,531.45	45,238.21
Tarlac	17,057.12	2,336.32	1,800.00	579.44	8,271.38	30,044.26
Tayabas	56,949.58	7,318.30	4,455.56		12,845.73	81,569.17
La Union	40,160.30	3,992.50	3,217.76	840.00	4,816.23	53,026.79
Zambales	28,288.16	3,981.62	3,600.00	720.00	4,860.75	41,450.53
Philippine Islands	1,783,401.28	174,210.51	226,889.28	38,663.86	390,430.21	2,613,595.14

*The amounts expended in Manila include expenditures for all Insular teachers in the city schools, the Philippine Normal School, the Philippine School of Arts and Trades, and the salaries of the city superintendent, the superintendents of the Normal and Trade schools, and the salaries of the general office.